CHAPTER 4: PRINCIPAL AND TEACHER SURVEYS

Introduction

Educational reform efforts such as California's high school exit examination will exert an impact beyond just the receipt of a standards-based diploma. By providing feedback about student performance, the reform will serve as a catalyst for change throughout districts and schools. In addition to the performance information, the assessment is seen as a way to influence and improve teaching and learning. Consequently, a key research issue is the relationship between the exit exam and teaching practices advocated by reform standards. One purpose of a thorough evaluation, then, is to find out about what is going on in the classrooms.

Surveys are one component of the evaluation method to examine such consequences and assess the impact of the CAHSEE. In order to identify trends over time, HumRRO established a longitudinal sampling base. We selected this representative sample of 92 high schools from 27 districts to be surveyed each spring. We collected Year 1 data from this sample in Spring 2000 and fielded similar surveys to the sample in Spring 2001. Two surveys were administered to capture Year 2 data: one for principals and another for teachers in the same schools. The principal survey requested demographic and background information about the school, students, and parents and inquired about issues such as familiarity with, planning for, and expected impact of CAHSEE. The teacher survey emphasized classroom practices as well as issues regarding familiarity with, planning for, and the predicted impact of CAHSEE. Given administration of these surveys early in the CAHSEE development and implementation process, both principal and teacher surveys contained several open-ended questions to allow respondents to clarify their responses and to inform HumRRO of any misunderstandings or omissions we might have about the operation of California schools and their relationship to district and state operations.

Survey Development

The following are the main questions addressed in these surveys:

1. What is the extent and type of current preparation for the CAHSEE?
2. What degree of familiarity do schools currently have with the CAHSEE?
3. How familiar are schools with the State Content Standards?
4. How familiar are schools with the CAHSEE score report?
5. What activities have schools undertaken to prepare students for the first administration of the CAHSEE?
6. How do schools anticipate addressing failures on the CAHSEE?
7. What are schools' predictions for first administration pass rates?
8. What are schools' predictions for the impact of the CAHSEE?

9. What are schools' predictions for influence of the CAHSEE on instructional practices?
10. What are schools' estimates of the percentage of students, by various student subgroups, who have had instruction in each of the content standards?
11. In what courses are the standards being taught, at what level are they being taught, and to whom are they being taught?

To the extent possible, survey items on the Spring 2001 surveys were identical to those on the Spring 2000 surveys. This matching served to maximize comparability across years, so that trends could be inferred. However, some items that addressed the "upcoming" test needed to be reworded to reflect the fact that the first administration had already occurred.

In addition, we had gained experience from the Fall 2000 District Baseline Survey that informed survey development. This survey was not part of the longitudinal survey program at the schoolhouse level, but rather was a one-time census survey of high school district officials. The California Department of Education (CDE) and HumRRO personnel expended considerable effort to ensure the highest possible quality and clarity of the survey items. Therefore, when developing the Spring 2001 surveys, we included some new items, as well as some items from the Fall 2000 instrument that had been improved from their earlier versions in the Spring 2000 survey.

Finally, some items were omitted and a few new items were added to the Spring 2001 version of the longitudinal surveys. A notable addition was the request that teachers identify specific courses in which standards are covered.

Sampling and Administration

The goal for the sampling plan was to select districts for inclusion in the CAHSEE evaluation data collection efforts that would be as representative as possible. A complete description of the sampling procedure is presented in Wise, et al. (2000a). In short, a representative sample of 27 districts was selected in Spring 2000 for intensive study over the course of the CAHSEE evaluation. Replacements were identified for each district (except for Los Angeles, which is irreplaceable) in case the targeted district could not participate. In each original and replacement district, we selected 1–15 high schools, depending on district size, to create a representative sample of 92 schools. Where possible, we identified replacements for each selected school. In small districts containing only one or two high schools, all schools were in the original sample. Sampling ratios were established so that each school would represent approximately the same number of 10^{th} grade students. In this way simple averages across the schools in the sample would provide estimates for all 10^{th} grade students in the state.

The principals and teachers of these schools were surveyed in Spring 2000; results are reported in Wise, et al. (2000a). Schools from all but three districts participated at that time. In Spring 2001, all of the previously participating districts as well as two of the previously non-participating districts indicated a willingness to participate. One non-participating district was replaced.

The resulting sample for the principal and teacher surveys still comprised 27 districts. Principal and teacher survey packets were shipped in mid-May 2001 to 92 schools to the attention of the principal or POC. The packets included the following:

- Cover letter and instructions to principal
- One principal survey
- Cover letter and instructions to teachers
- Two teacher surveys—one labeled for English-language arts (ELA) and one labeled for mathematics
- One test coordinator survey
- Instructions and packaging for returning evaluation materials

We asked principals to complete their questionnaires or to designate someone to do so. We also asked them to identify one teacher of Algebra 1, or other appropriate mathematics course, and one 9th or 10th grade ELA teacher to complete the teacher surveys (if faculty size was sufficient). Each survey was contained in a sealable envelope to be returned to the principal for shipment to HumRRO. The cover letters to both the principal and the teachers encouraged respondents to contact a HumRRO project member if they had questions or concerns. A copy of the survey instruments is included in Appendix B.

We requested that evaluation materials be returned by the end of May. Follow-up telephone calls were initiated the first full week of June to schools that had not responded, to encourage completion of their evaluation materials.

Findings

Forty-five high school principals and 80 teachers, representing 48 schools across 22 districts, completed surveys. Results are reported in the following areas:

- Background
- Knowledge
- Preparation thus far
- Future plans
- Expectations
- Standards taught
- Other

Results are reported in two ways. Principal and teacher responses to the Spring 2001 survey are summarized. In addition, as appropriate, these responses are compared to responses to a comparable question on the Spring 2000 surveys; this provides information regarding trends and stability of responses over time. Note that these comparisons are presented at a summary level; that is, changes in responses from individual schools or districts are not presented.

The Spring 2001 principal and teacher surveys were distributed to 92 targeted schools. Principal surveys were returned from 45 schools, nearly half of the original sample, across 22 of the 27 districts. The remainder of the sample was unable to complete the surveys due to heavy staff demands at the end of the school year. One or more teacher surveys were

received from 40 schools, including most of the schools participating in the principal survey and also additional schools that did not return principal surveys.

Background

Principals were asked to provide demographic information on themselves. Over two-thirds of the respondents (71%) were male, 64% were White, 16% Hispanic, 11% African American, 2% Asian, 2% White/Hispanic, 2% other, and 1% declined to specify; 98% reported education beyond a bachelor's degree (85% master's degrees, 13% doctoral degrees). The respondents reported 1–30 years of experience as a principal (mean = 12.73, standard deviation (SD) = 8.45) and 3–30 years teaching experience (mean = 13.51, SD = 6.15). They had worked 1–26 years in their present school and 1–41 years in public schools.

Teachers also were asked to provide demographic information. Over half (59%) of the respondent teachers were female; 83% were White; 6% were Hispanic; 5% were Asian/Pacific Islander; 3% were Black; and 3% were other or declined to specify; 8% reported having only a bachelor's degree; most respondents reported education beyond a bachelor's degree (34% some graduate school, 53% master's degrees, 5% doctoral degrees); 50% indicated that the primary subject area they taught was English or language arts and 50% specified mathematics as their primary subject area. Eighty-nine percent indicated that they are certified in their primary subject area.

Principals were asked to provide background information on their schools. Eighty-two percent indicated that their school taught grades 9–12; 2%, grades 10–12; 7% indicated "other" combination of grades taught; and 9% did record an answer to this question. The current number of teachers on staff ranged from 3 to 160, with a mean of 65.50 (SD = 50.46). Principals reported that the percentage of teachers with advanced degrees ranged from 0% to 100% (median = 39%). Principals also reported that 5–100% of their teachers were certified in the subject they are teaching (median = 93%). Fifty-one percent of principals indicated the staffing trend was best described by a decreasing proportion of teachers working out of credential; 27% indicated continuing at the same proportion of teachers working out of credential; 20% reported an increasing proportion of teachers working out of credential; and 2% declined to respond. The majority of principals (64%) reported counselor-student ratios greater than 300:1, 18% indicated 201–300:1, 2% indicated 101–200:1, 9% indicated less than 50:1, and 7% declined to respond. Sixty-nine percent of the responding schools currently have a testing coordinator. Most schools (80%) operate on a semester basis; 7% configure their school year in quarters, 2% configure their school year in trimesters, 9% operate year-round schools, and 2% declined to respond. The majority of principals (80%) reported that their schools hold 6–7 academic periods per day. They reported, on average, a graduation rate of 75%, with rates varying by racial/ethnic group. The most common response for the percent of seniors who will be attending either a 2- or 4-year college was 21–30%.

The survey asked principals to indicate whether their schools offered various specialty education programs. Eighteen percent offer remedial courses; 13%, magnet programs; 31%, special education; 27%, English learners (EL); 4%, multicultural/diversity-based; 29%,

Advanced Placement; 7%, International Baccalaureate; 20%, school/community/ business partnerships; 16%, targeted tutoring; and 4%, other.

Teachers were asked to provide some information about their own classes. Twenty-eight percent of teachers reported that 100% of their students were fluent English speakers; 49% indicated that 90–99% were fluent in English; 18% reported 75–89%; and 5% reported 50–74%.

The survey asked teachers to estimate the amount of time, on average, they believed students spend working on assignments outside the classroom each week. Half of the respondents (51%) estimated 1 to 3 hours; 18% estimated more than 3 hours; 26%, less than 1 hour; and 5%, none.

Teachers were asked to estimate how often they plan for students to participate in specific types of activities. The activities rated most frequently (once or twice a week or almost every day) were: (a) do work from textbooks (85%), (b) do work from supplemental materials (75%), (c) apply subject area knowledge to real-world situations (61%), (d) write a few sentences (64%), (e) work in pairs or small groups (71%), and (f) take quizzes or tests (64%).

Knowledge

Principals and teachers were asked to report their familiarity with the CAHSEE and state content standards. Sixty-two percent of principals responded that they knew the plans for administering CAHSEE, 25% indicated they knew what knowledge and skills are covered by CAHSEE, and 13% indicated they had only general information about the CAHSEE. No principal indicated they knew nothing about the CAHSEE. Teachers reported more "advanced" familiarity with the exam than the principals: 20% claimed to know the plans for administering CAHSEE and 55% knew what knowledge and skills CAHSEE covers. Twenty-four percent of principals indicated they had only general information about the exam and 1% reported not knowing anything about CAHSEE. In regard to the state content standards, 29% of the principals and 39% of teachers indicated they had general or essential information about the content standards; 71% of principals and 61% of teachers indicated they were very knowledgeable about the content standards. No principal or teacher indicated that he or she knew nothing about the state content standards.

The comparison of familiarity with CAHSEE and state content standards data from this year to last year can be found in Table 4.1. Principals' advanced knowledge of the CAHSEE increased from last year, when only 22% indicated they were very familiar with the exam, 76% indicated they had only general information about the CAHSEE, and 2% indicated no familiarity. Teachers' advanced knowledge of the CAHSEE also increased from last year when 11% claimed to be very familiar, 66% generally familiar, and 22% reported no familiarity. Knowledge of the state content standards appeared to remain stable from last year, when 31% of the principals and 29% of teachers reported general familiarity, 67% of principals and 65% of teachers indicated they were very familiar, and 3% of teachers indicated not at all familiar.

TABLE 4.1 Percentage of Principals and Teachers Familiar with CAHSEE and State Content Standards

	Principals		Teachers	
Familiarity	2000	2001	2000	2001
CAHSEE				
Very familiar	22	87	22	75
Had general information	76	13	66	24
No familiarity	2	0	11	1
State Content Standards				
Very familiar	67	71	65	61
Had general information	31	29	29	39
No familiarity	0	0	3	0

Thirty-two percent of principals versus 48% of teachers indicated they knew nothing about the CAHSEE score report, 52% of principals and 48% of teachers indicated they knew general/essential information about the score report, and 16% of principals versus 4% of teachers indicated they were very knowledgeable about the score report and how to apply the information.

Respondents were asked to identify the source(s) of their information regarding the CAHSEE. Most principals indicated that their information came through official channels. Principals reported receiving information from: their district (78%), the state (71%), the CDE website (49%), professional associations (44%), education organizations (42%), newspapers (38%), computer-based sources (7%), and other (7%). Teachers reported that their information came from: school-provided information (85%), district-provided information (63%), newspapers (49%), state-provided information (44%), professional associations (30%), education organizations (28%), computer-based sources (19%), and other (11%). Three percent of teachers indicated that they had no sources of information on the CAHSEE.

Principals were also asked to estimate how aware their students and parents were of the CAHSEE. Two percent estimated that their students knew nothing about the exam, 67% estimated their students had at least general information, and an additional 31% estimated their students had advanced knowledge of the exam (e.g., they knew what knowledge and skills are covered, the time of year when the exam is given, and/or which students have the opportunity to take the exam. Four percent estimated that their students' parents knew nothing about the exam, 76% estimated their students' parents had at least general information, and an additional 20% estimated their students' parents had advanced knowledge of the exam. Principals' ratings of student and parent familiarity with CAHSEE increased from last year. In 2000, two percent of principals responded that students/parents were very familiar or familiar with HSEE, 12% estimated that students/parents were somewhat familiar; 48% not very familiar; and 38% replied that students/parents were not at all familiar. See Table 4.2 for comparison of these data between this year and last year.

TABLE 4.2 Principals' Responses to Estimated Percentage of Students and Parents Familiar with CAHSEE

	2000	2001	
Familiarity	Students/Parents	Students	Parents
Familiar—Very familiar (advanced knowledge)	2	31	18
Had general information	60	67	76
No familiarity	38	2	4

Preparation Thus Far

The Spring 2001 survey asked about preparation that has already been initiated. One precursor to a successful program is to align school curricula with the state content standards, to ensure that students are being taught what will be tested. Thus respondents were queried about alignment with state content standards. In short, most principals indicated that they are already moving in the direction of alignment, but still have a way to go. Ninety-one percent of principals reported that their districts/schools encourage use of the content standards to organize instruction; 56% said their schools are in the process of aligning their curricula to the standards; 36% are in the process of aligning their curricula across grades. Forty percent said that their schools/districts have plans to ensure that all high school students receive instruction in each of the content standards and 29% have plans to ensure that all pre-high school students are prepared to receive instruction in each of the content standards. Fifty-six percent stated that their textbooks align well with the content standards; 44% report that they can cover all the content standards with a mix of textbooks and supplemental material. In addition, sixty-two percent reported they have adopted algebra as a graduation requirement, and 29% indicated their district or school was hiring only teachers certified in their field or assigning teachers only in their certified field. Table 4.3 presents comparison data of responses given in 2000 and 2001 regarding preparations made to align curricula with state content standards.

TABLE 4.3 Principals' Reported Percentages of Preparations for Alignment with State Content Standards

Preparation	2000	2001
Districts/schools encourage the use of content standards	100	91
In process of aligning curricula with standards	81	56
Have plans to ensure all high school students receive instruction in each of the content standards	52	40
Textbooks align well with content standards	74	56
Cover all content standards with a mix of textbooks and supplemental materials	38	44

Principals were asked to compare their district standards and the state content standards. In regard to ELA, most principals (67%) responded that their districts have adopted the state standards, and 29% reported that their district standards include more than the state content

standards. Thus, a total of 96% indicated that their district standards encompass all state standards. However, 2% reported that the state standards include more than the district standards, and 2% indicated that their districts had no official standards. In regard to mathematics, most principals (71%) responded that their districts have adopted the state standards; another 22% reported that their district standards include more than the state content standards. Thus, a total of 93% indicated that their district standards encompass all state standards. However, 5% reported that the state standards include more than the district standards, and 2% indicated that their districts had no official standards. Table 4.4 presents comparison data on the similarity between district and state standards for year 2000 and 2001.

TABLE 4.4 Percentage of Principals Reporting Similarity between District and State Standards

	2000	2001	
Similarity between standards		ELA	Math
District adopted state standards	69	67	71
District standards include more than state standards	19	29	22
State standards include more than district standards	7	2	5
District has no official set of standards	0	2	2

Along similar lines, teachers were asked at what level their school's current curriculum covers the standards tested by CAHSEE. The majority of the teachers indicated that almost all of the standards are covered by their school's curriculum. Table 4.5 provides further information on this item. When teachers were asked what plans their school or district had to increase coverage of the state content standards, nearly half (50% of ELA and 43% of mathematics teachers) indicated they were aware of in-service training to modify instructional practices. Eighteen percent of ELA teachers and 28% of mathematics teachers indicated that there were no plans to increase coverage of the standards because the standards were already fully covered.

TABLE 4.5 Percentage of Teachers Indicating Coverage of Standards by Curriculum

Coverage of Standards	ELA	Mathematics
Almost all	60	57
About ¾	20	14
About ¼ - ½	11	16
Less than ¼	6	5
No knowledge of standards	3	8

Respondents were asked how much time they personally spent during the 2000–2001 school year in activities related to the CAHSEE (e.g., meetings, discussions, curriculum review, professional development). Most principals reported spending 6–15 hours (36%) or 16–35 hours (30%). Nine percent reported fewer than 6 hours; 21%, more than 35 hours, and 4%, none. Most teachers reported fewer hours than principals: 5%, none; 39%, fewer than 6 hours; 31%, 6–15 hours; 19%, 16–35 hours; and 6%, more than 35 hours. Teachers were also asked to estimate the total 2000–2001 time they spent on classroom instruction preparation

activities related to the CAHSEE (e.g., department planning, lesson plan review). The amount of time reported for these activities was: 6%, none; 39%, fewer than 6 hours; 20%, 6–15 hours; 20%, 16–35 hours; and 15%, more than 35 hours.

Respondents were asked to identify the specific activities they have undertaken to prepare students for the spring 2001 administration of the CAHSEE. Most principals reported initiating some activities; only 7%, as compared to 17% last year, indicated that they have implemented none. Figure 4.1a indicates the percentage of principals who reported implementing each activity, in descending order of endorsement; Figure 4.1b indicates teachers' responses.

Principals were also asked to indicate the types of activities their school undertook to prepare faculty/staff for the spring 2001 administration of the CAHSEE. Seventy-one percent of principals indicated the administrators had participated in February test administration workshops, 58% delivered local workshops on test administration, 36% delivered local workshops on CAHSEE content, 42% provided test-taking strategies, and 7% indicated "other". Nine percent of all principals indicated there was no special preparation for the faculty/staff prior to the spring 2001 administration of the CAHSEE.

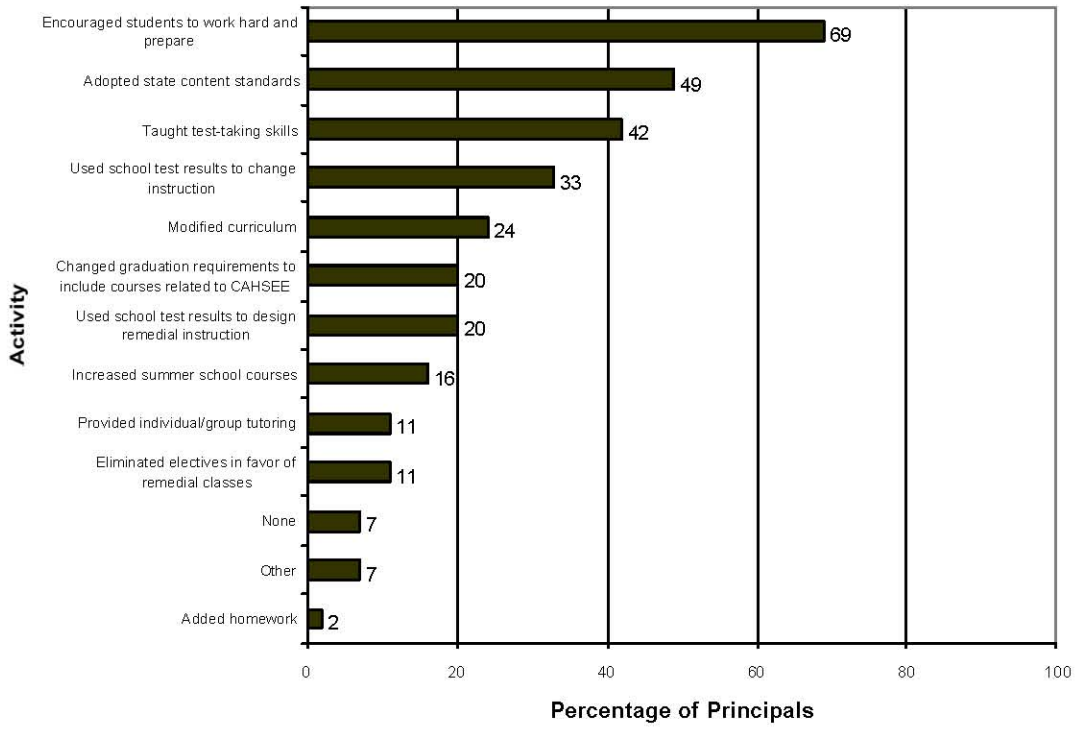

Figure 4.1a. Percentage of principals reporting activities undertaken in preparation for the spring 2001 administration of the CAHSEE.

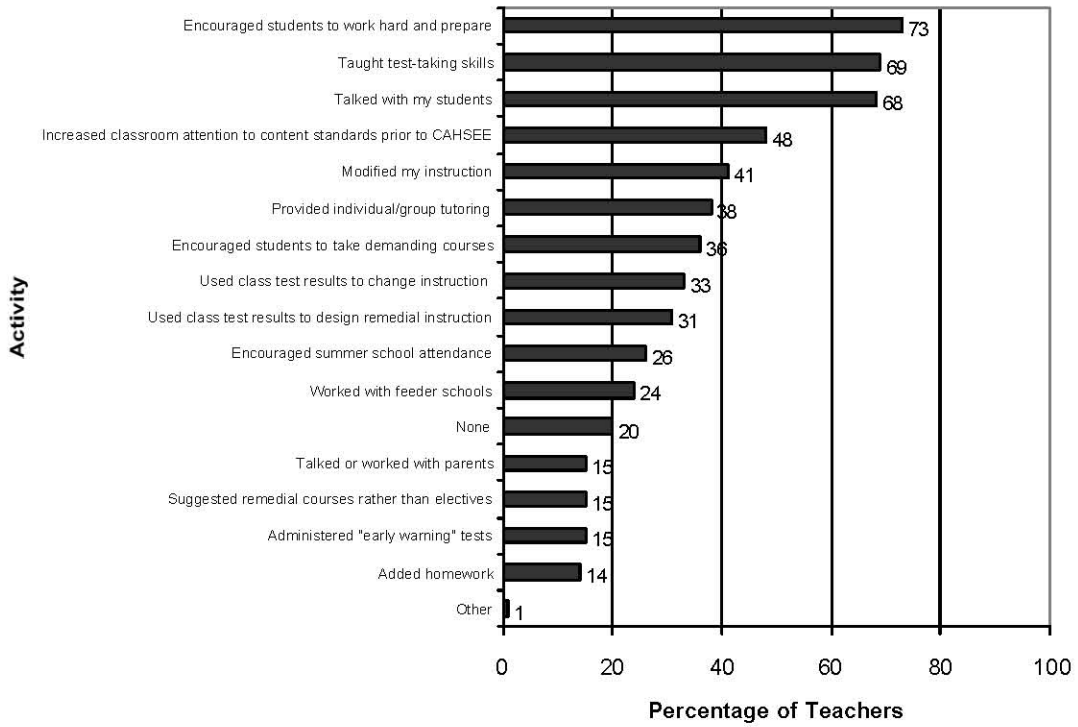

Figure 4.1b. Percentage of teachers reporting activities undertaken in preparation for the spring 2001 administration of the CAHSEE.

Future Plans

In addition to any preparatory steps taken thus far, the surveys inquired about future plans to deal with this new requirement. In particular, efforts to prepare teachers and others for the exam and remediation plans subsequent to the first exam administration were probed. Principals were provided a list of possible remedial practices for students who do not pass the CAHSEE and asked which they planned. Figure 4.2 lists the percentage of principals who endorsed each activity (in descending order of endorsement)

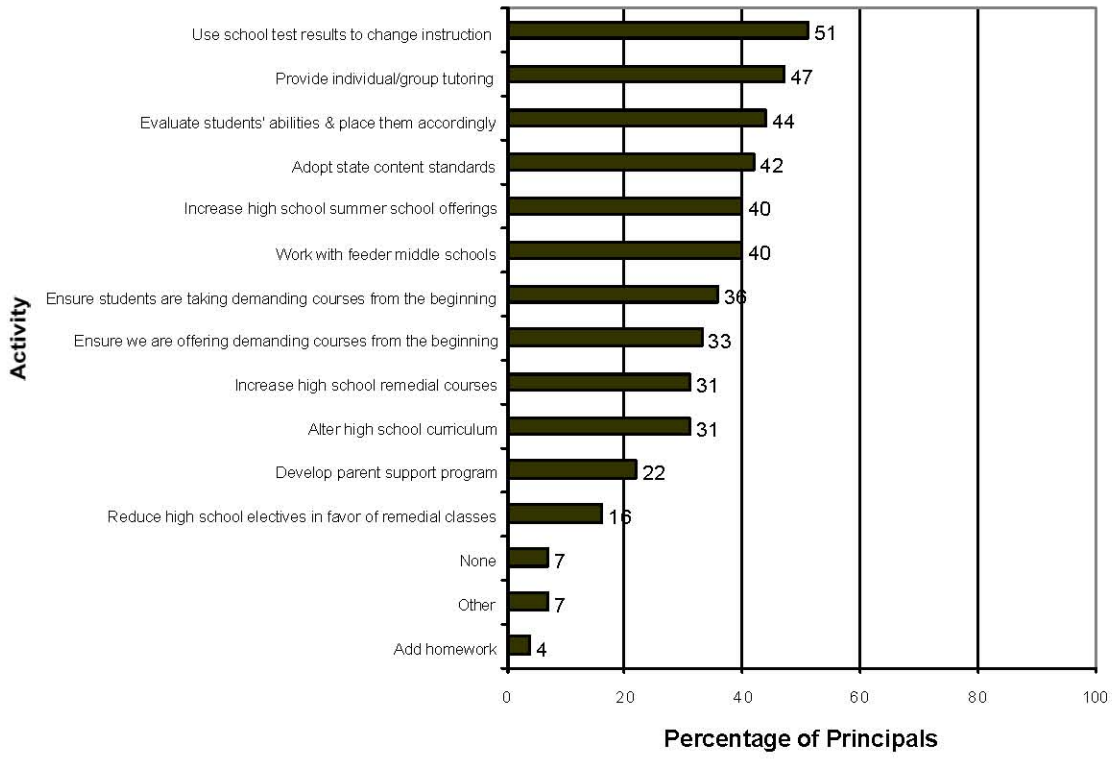

Figure 4.2. Percentage of principals reporting plans for remediation of students who do not pass the CAHSEE.

Expectations

Several survey questions queried the respondent's expectations for the exam: anticipated pass rates, impact of the exam on student motivation and parental involvement, and so on.

Principals were asked to estimate the percentage of students who would meet the ELA and mathematics standards assessed by the CAHSEE by the end of 10th grade. As Figure 4.3a indicates, responses were generally guarded. Regarding the ELA exam, 49% of principals predicted that fewer than 50% of students would pass; 29% predicted 50–74% of students would pass; 18% predicted 75–95% would pass; and 4% predicted that more than 95% of students would pass. Responses were similar with respect to the mathematics exam. Forty-seven percent of principals predicted that fewer than 50% of students would pass the mathematics exam; 36% predicted 50–74% of students would pass; 11% predicted 75–95% would pass; 4% predicted that more than 95% of students would pass; and 2% were unsure as to what percent of students would pass the mathematics exam. Teachers were asked the same questions; their results are presented in Figure 4.3b. Table 4.6 presents comparison data for the years 2000 and 2001 on estimated percentages of students meeting the CAHSEE standards. The predicted pass rates for ELA and mathematics were very similar to last year's predictions.

Teachers were also asked two variants of a similar question. They were asked to estimate the preparedness of students to pass the CAHSEE when they are in the 9th grade and the 10th grade, based upon the teacher's knowledge of the feeder schools. As Figure 4.4 indicates, 30% of teachers responded that students were prepared (or better) in the 9th grade; 67% indicated that students were prepared or better in the 10th grade. Comparative data is presented with this year's data in Table 4.7. Comparison of last year's and this year's data revealed only a slight increase in preparedness in 9th grade from 2000 to 2001 and a larger increase in preparedness in 10th grade.

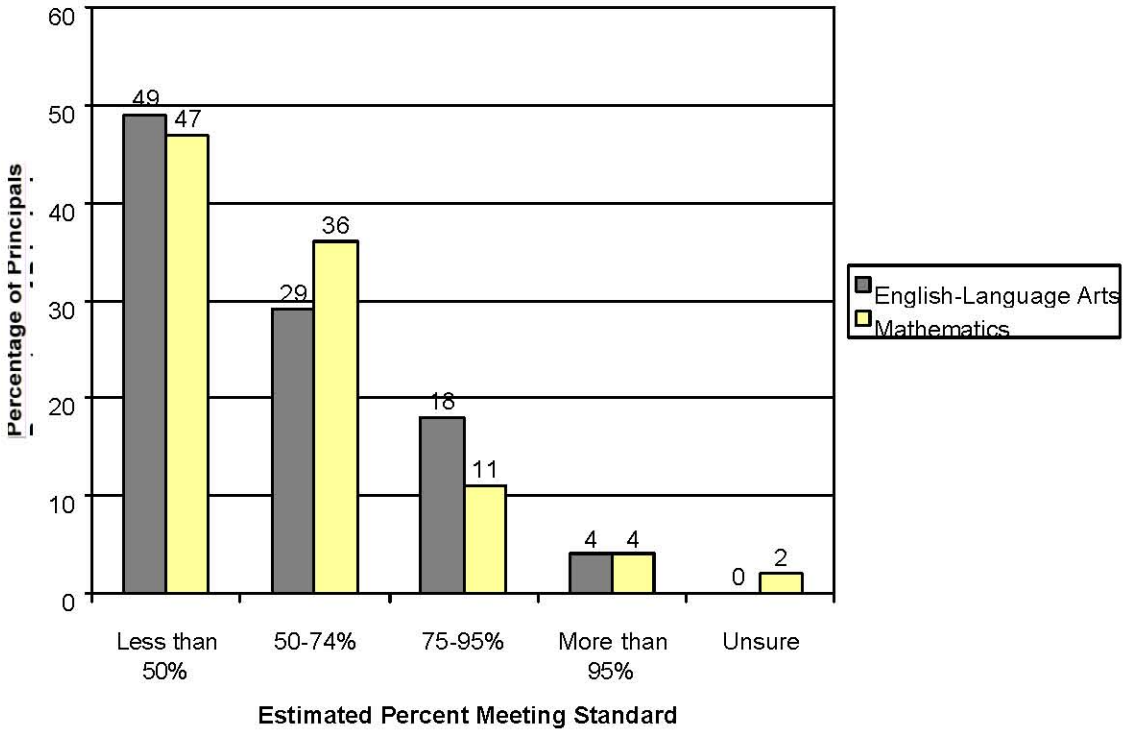

Figure 4.3a. Principals' predictions of percent of students meeting standards by the end of 10th grade.

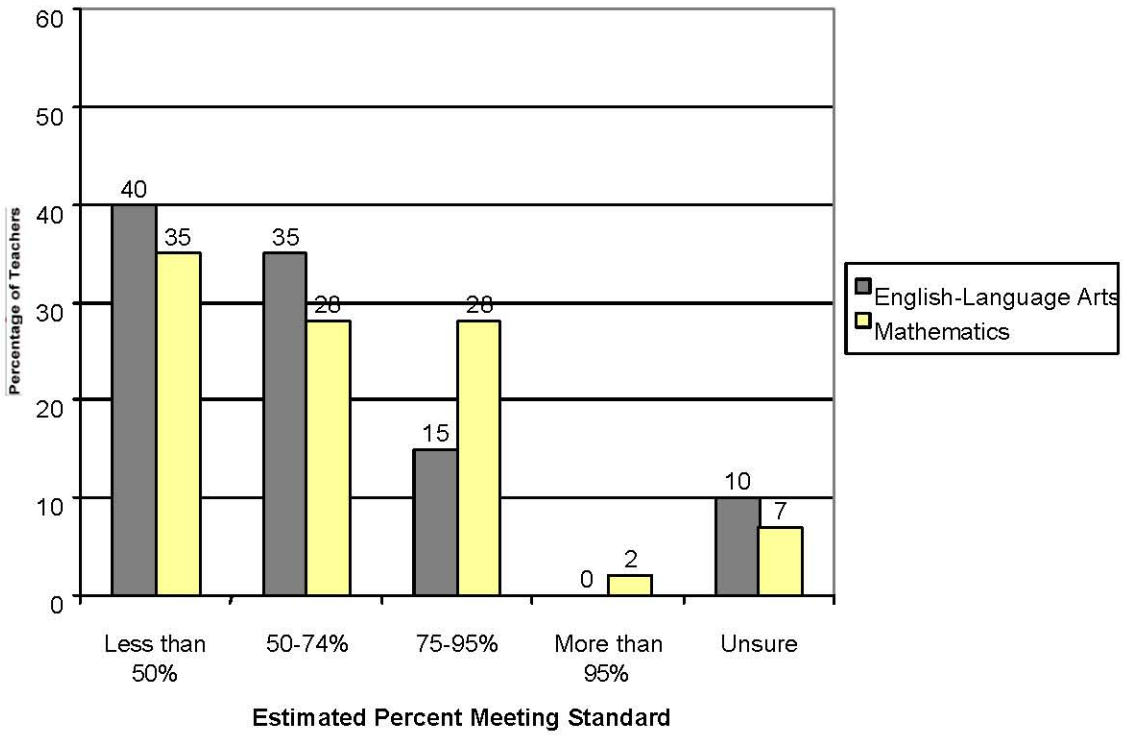

Figure 4.3b. Teachers' predictions of percent of students meeting standards by the end of 10th grade.

TABLE 4.6 Principals' and Teachers' Estimated Percentages of Students Meeting CAHSEE Standards

	Percentage of Principals			Percentage of Teachers	
	2000	2001		2001	
Percent Meeting Standard	ELA/Mathematics	ELA	Mathematics	ELA	Mathematics
< 50%	50	49	47	40	35
50 –74%	29	29	36	35	28
75 – 95%	14	18	11	15	28
> 95%	5	4	4	0	2
Unsure	--	0	2	10	7

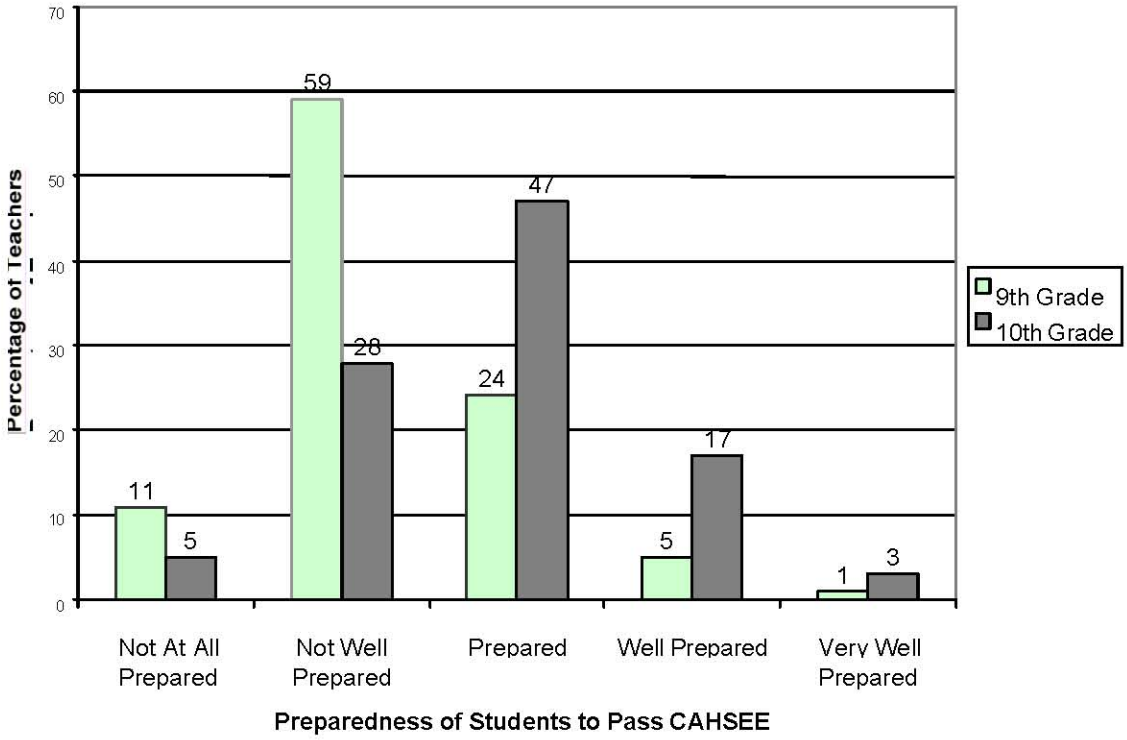

Figure 4.4. Teacher's estimates of preparedness of students to pass the CAHSEE in the 9th and 10th grades.

TABLE 4.7 Teachers' Ratings of Preparedness of Students in the 9th and 10th Grades (in percentages)

	9th Grade		10th Grade	
Preparedness	2000	2001	2000	2001
Very well prepared	1	1	1	3
Well prepared	2	5	9	17
Prepared	16	24	30	47
Not well prepared	52	59	47	28
Not at all prepared	19	11	5	5

Principals and teachers were also asked to predict the impact of the CAHSEE on student motivation and parental involvement, under various circumstances. Figures 4.5a and 4.5b reflect the impact anticipated prior to the first administration of the exam. Principals predicted a wider range of impact on student motivation than on parental involvement. Some negative impact on student motivation was predicted prior to the exam, but largely neutral or positive effects were posited for parental involvement prior to the first administration. Comparison of Figures 4.5a and 4.5b indicate that teachers' and principals' predicted impact of the CAHSEE on student motivation and parental involvement prior to the first administration are similar.

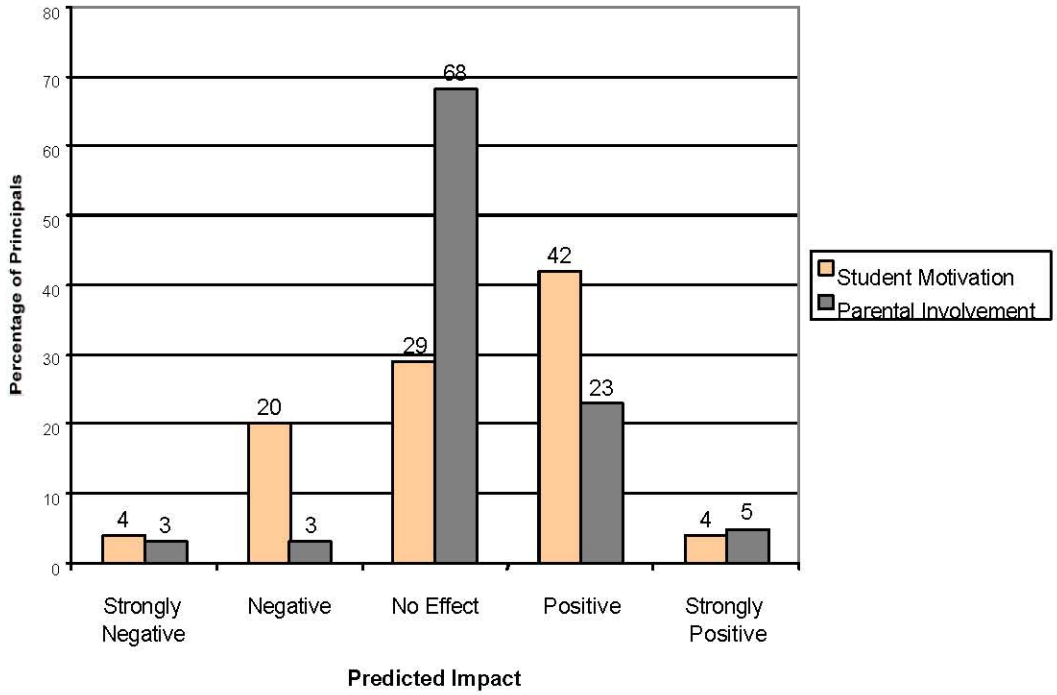

Figure 4.5a. Principals' predicted impact of the CAHSEE on student motivation and parental involvement of students prior to the first administration.

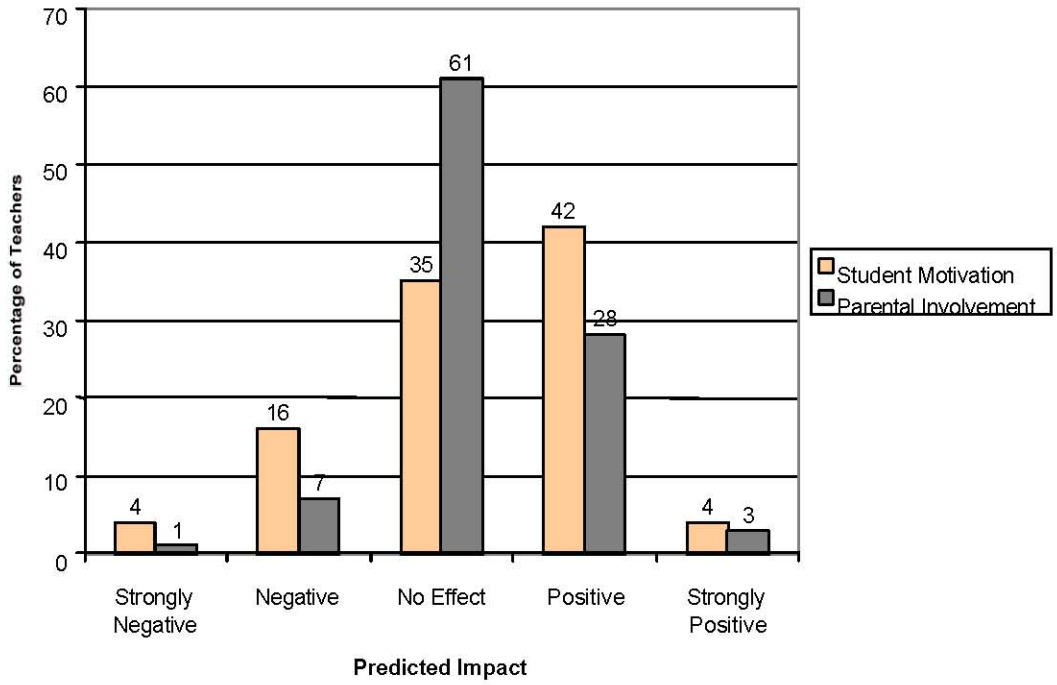

Figure 4.5b. Teachers' predicted impact of the CAHSEE on student motivation and parental involvement of students prior to the first administration.

Principals and teachers were asked to predict the same two concepts—student motivation and parental involvement—for those students who pass the exam on their first attempt. The predictions for this group were more positive. As Figure 4.6a depicts, 11% of principals expected that student motivation would drop after students cleared the hurdle of the CAHSEE; 32% of principals predicted that student motivation would be unaffected by passing the exam; and 57% predicted a positive or strongly positive effect. Fifty-six percent of principals expected no impact on parental involvement; 37% predicted a positive effect, 5% predicted a strongly positive impact, and 2% a strongly negative impact on parental involvement for those students who pass the exam early in their high school careers.

Here again, teachers' predicted impact was similar to the predictions reported by principals. Figure 4.6b indicates that 5% of teachers expected a negative or strongly negative impact on student motivation after passing the exam on the first attempt; 39% predicted that student motivation would be unaffected by passing the exam; and 54% predicted a positive or strongly positive effect. Over half of teachers (64%) expected no impact on parental involvement; 0% predicted a negative or strongly negative effect, 32% predicted a positive effect and 4% predicted a strongly positive impact on parental involvement for those students who pass the exam early in their high school careers.

For those students who fail the exam on the first try, the principals' and teachers' predictions were quite different from pre-examination predictions. Figures 4.7a and 4.7b illustrate response patterns for principals and teachers, respectively. Principals were split on whether the impact of failing the exam would have a negative effect on student motivation; 11% predicted a strongly negative effect; 34%, negative; 18%, no effect, 34%, positive, and 2% strongly positive. Predictions for parental involvement were very similar to those of student motivation: 9% predicted a strongly negative effect; 30%, negative; 16%, no effect; 42%, positive; and 2%, strongly positive. There was a similar pattern for teacher responses: regarding student motivation, 8% predicted a strongly negative effect; 28%, negative; 23%, no effect, 37%, positive; and 4%, strongly positive. As for parental involvement, 7% of teachers predicted a strongly negative effect; 19%, negative; 32%, no effect; 38%, positive; and 4%, strongly positive.

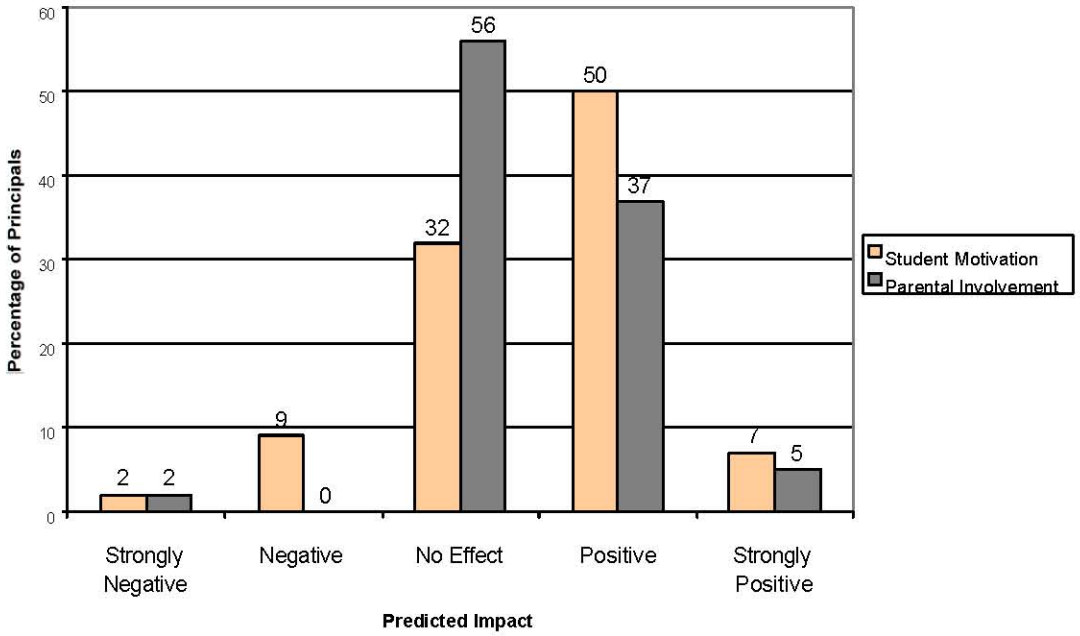

Figure 4.6a. Principals' predicted impact of the CAHSEE on student motivation and parental involvement of students who pass the exam on the first attempt

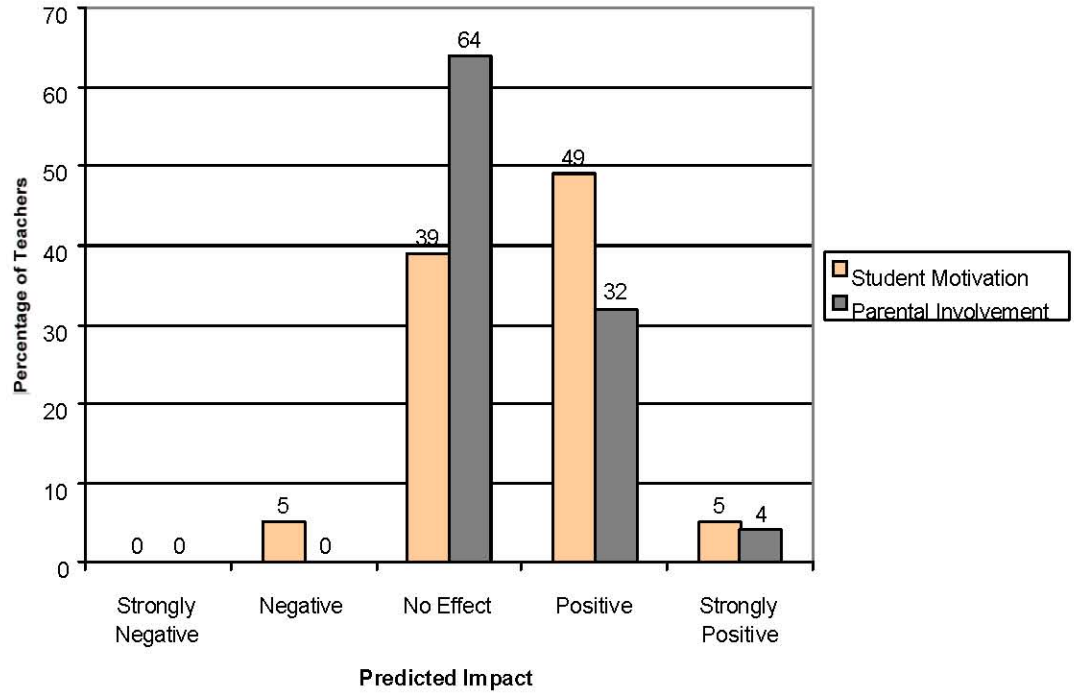

Figure 4.6b. Teachers' predicted impact of the CAHSEE on student motivation and parental involvement of students who pass the exam on the first attempt.

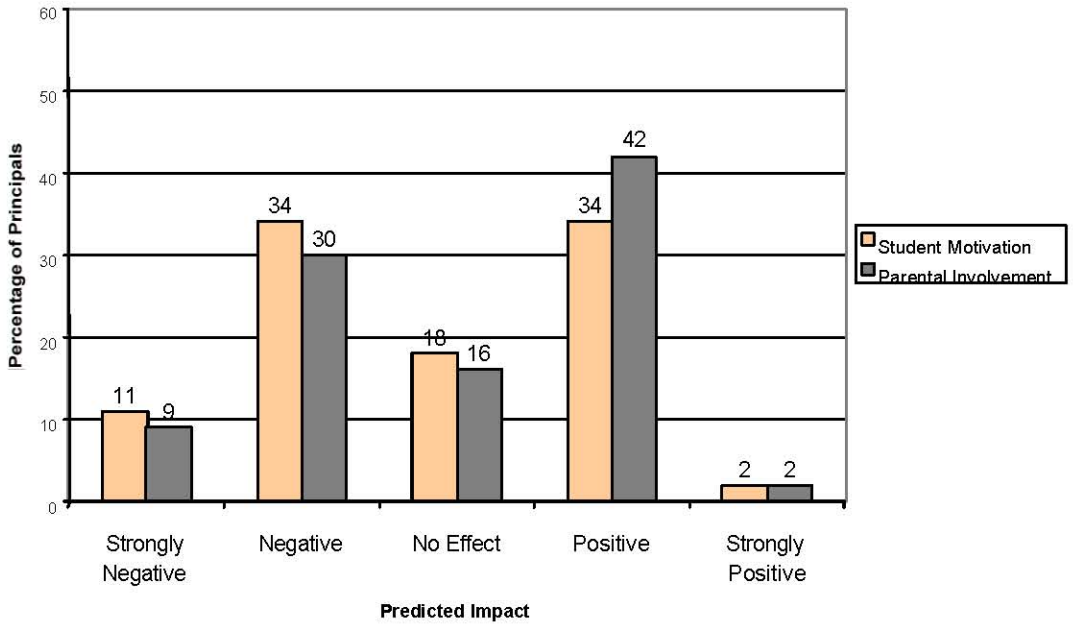

Figure 4.7a. Principals' predicted impact of the CAHSEE on student motivation and parental involvement of students who fail the exam on the first attempt.

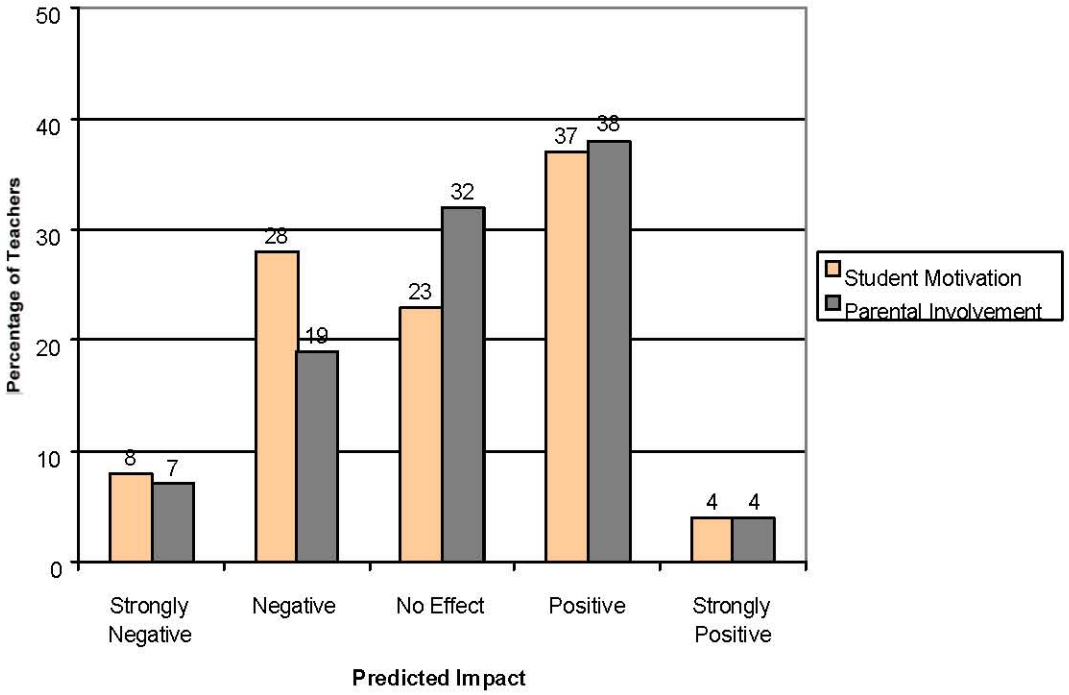

Figure 4.7b. Teachers' predicted impact of the CAHSEE on student motivation and parental involvement of students who fail the exam on the first attempt.

Comparisons from 2000 and 2001 of principals' predicted impact of CAHSEE on student motivation and parental involvement under various circumstances are presented in Table 4.8. The predicted impact was similar across the 2 years of data collection although slightly more positive impact was predicted prior to the first administration this year. The same comparisons for teachers' predictions of the impact of CAHSEE on student motivation and parental involvement are presented in Table 4.9. Teachers' predictions of the impact of CAHSEE were slightly more positive this year.

Principals and teachers were also asked to predict the impact of the CAHSEE on student retention and dropout rates. Responses were somewhat negative overall. Figures 4.8a and 4.8b reveal that principals' predictions were more negative than teachers'. Fifty-five percent of principals (vs. 32% of teachers) anticipated a strongly negative or negative impact on student retention rates; 80% of principals (vs. 61% of teachers) predicted a strongly negative or negative impact on student dropout rates. Thirty-six percent of principals (vs. 53% of teachers) predicted no effect on student retention and 7% of principals (vs. 26% of teachers) predicted no effect on student dropouts. Nine percent of principals (vs. 15% of teachers) anticipated a positive or strongly positive effect on student retention rate and 14% of principals (vs. 12% of teachers) expected a positive or strongly positive effect on student dropout rate.

TABLE 4.8 Principals' Predicted Impact of CAHSEE on Student Motivation and Parental Involvement (in percentages)

	Student Motivation		Parental Involvement	
Impact	2000	2001	2000	2001
Impact prior to first administration				
Strongly positive	2	4	0	5
Positive	45	42	31	23
No effect	19	29	55	68
Negative	17	20	7	3
Strongly negative	17	4	5	3
Impact for students who pass exam on first attempt				
Strongly positive	12	7	12	5
Positive	50	50	33	37
No effect	33	32	50	56
Negative	5	9	2	0
Strongly negative	0	2	2	2
Impact for students who fail exam on first attempt				
Strongly positive	2	2	2	2
Positive	33	34	41	42
No effect	17	18	14	16
Negative	36	34	36	30
Strongly negative	10	11	7	9

TABLE 4.9 Teachers' Predicted Impact of CAHSEE on Student Motivation and Parental Involvement (in percentages)

	Student Motivation		Parental Involvement	
Impact	2000	2001	2000	2001
Impact prior to first administration				
Strongly positive	3	4	3	3
Positive	23	42	21	28
No effect	26	35	48	61
Negative	32	16	13	7
Strongly negative	7	4	5	1
Impact for students who pass exam on first attempt				
Strongly positive	11	5	6	4
Positive	28	49	29	32
No effect	38	39	49	64
Negative	11	5	4	0
Strongly negative	3	0	4	0
Impact for students who fail exam on first attempt				
Strongly positive	4	4	2	4
Positive	33	37	32	38
No effect	16	23	28	32
Negative	30	28	21	19
Strongly negative	7	8	6	7

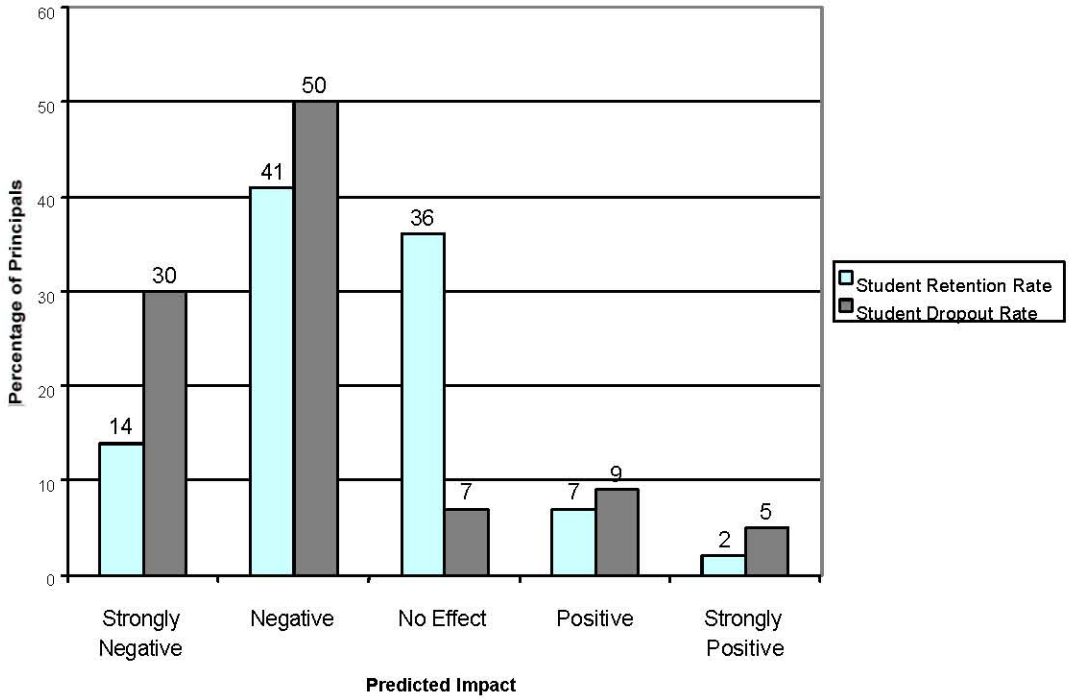

Figure 4.8a. Principals' predicted impact of the CAHSEE on student retention and dropout rates.

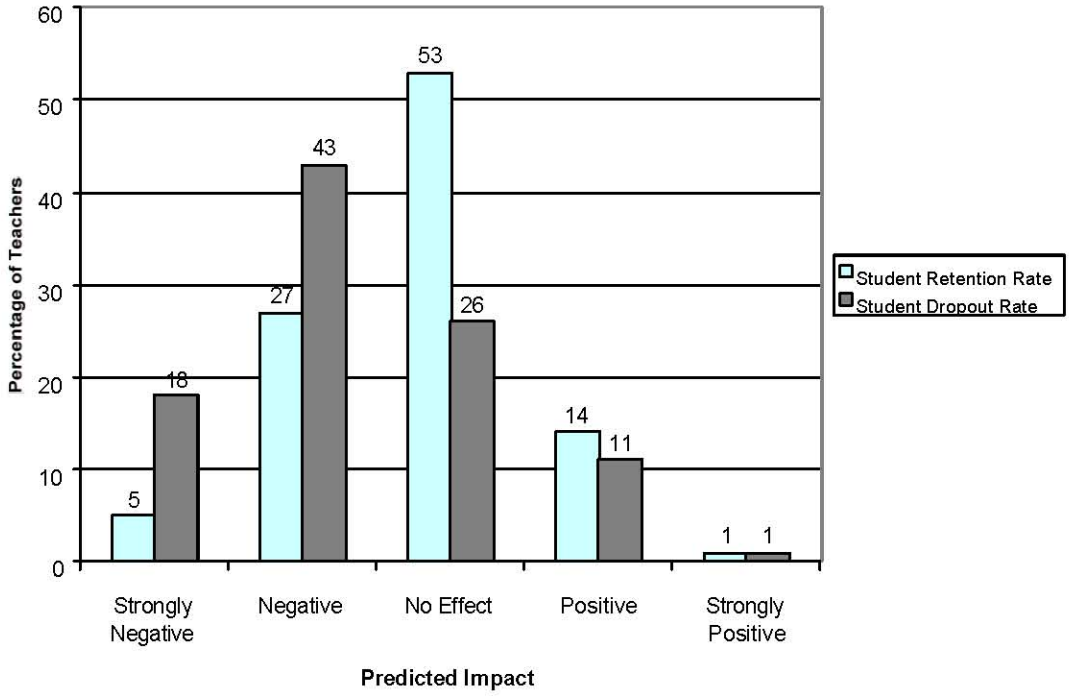

Figure 4.8b. Teachers' predicted impact of the CAHSEE on student retention and dropout rates.

The comparison of the predictions by principals and teachers of the CAHSEE on student retention and dropout rates from this year to last year is presented in Table 4.10. Results were similar between years, although principals' predictions of the impact on student dropout rates were slightly more negative this year.

TABLE 4.10 Principals' and Teachers' Predicted Impact of CAHSEE on Student Retention and Dropout Rates

	Principals			
	Student Retention		Student Dropout	
Impact	2000	2001	2000	2001
Strongly positive	2	2	2	5
Positive	14	7	12	9
No effect	29	36	21	7
Negative	41	41	41	50
Strongly negative	14	14	24	30
	Teachers			
Strongly positive	0	1	1	1
Positive	11	14	9	11
No effect	20	53	20	26
Negative	44	27	44	43
Strongly negative	12	5	14	18

Principals were asked to predict, based on what they knew about their schools, the influence of the CAHSEE on classroom instructional practices over time. Figure 4.9a provides the predictions for school years 2001–2002, 2003–2004, and 2005–2006. Responses to the influence of CAHSEE for next year (2001–2002) ranged from moderately optimistic to neutral: 70% responded that practices would be improved, 28% predicted no effect, and 2% said considerably improved. Responses regarding the influence of CAHSEE in 3 years (2003–2004) were optimistic: 70% responded that practices would be improved, 28% considerably improved, and 2% predicted no effect. Responses regarding the influence of CAHSEE in 5 years (2005–2006) were also very optimistic: 51% responded that practices would be improved, 44% considerably improved, and 5% predicted no effect. No principals chose the options of weakened or considerably weakened.

Teachers were asked the same question about the influence of the CAHSEE on instructional practices for the 3 school years. Figure 4.9b provides the responses for all 3 years. The pattern of responses indicates that teachers expect the CAHSEE to have a positive impact on instruction, and they generally expected that impact to grow increasingly positive over time. A comparison of teachers' responses to this question last year and this year is presented in Table 4.11. Responses were similar in 2000 and 2001.

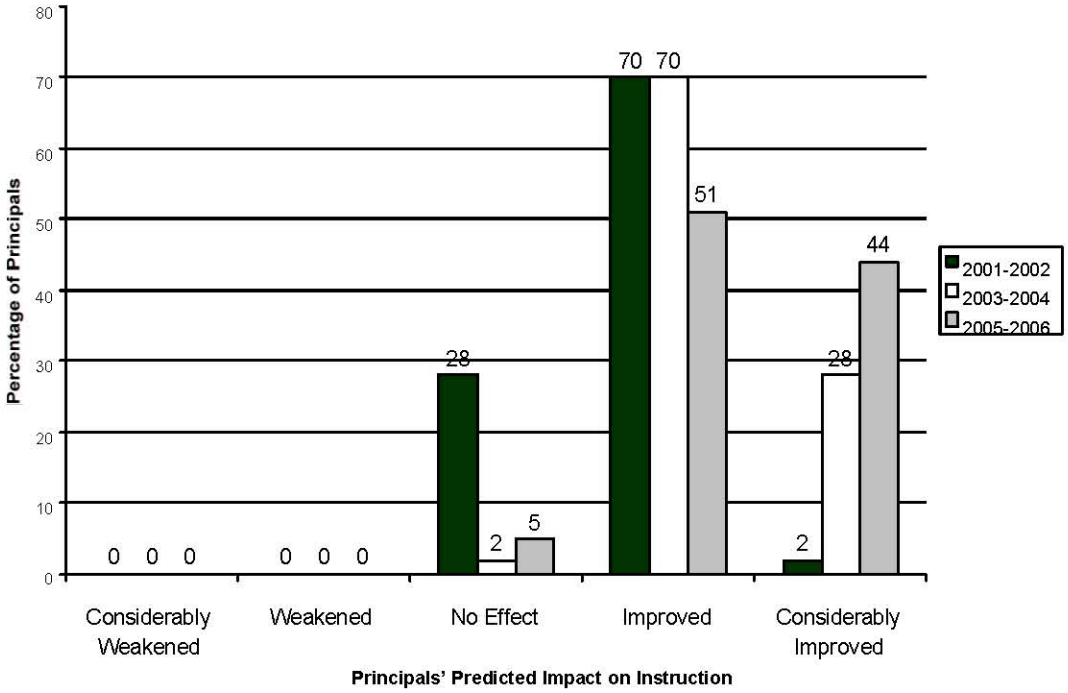

Figure 4.9a. Principals' prediction of influence of the CAHSEE on instructional practices over time.

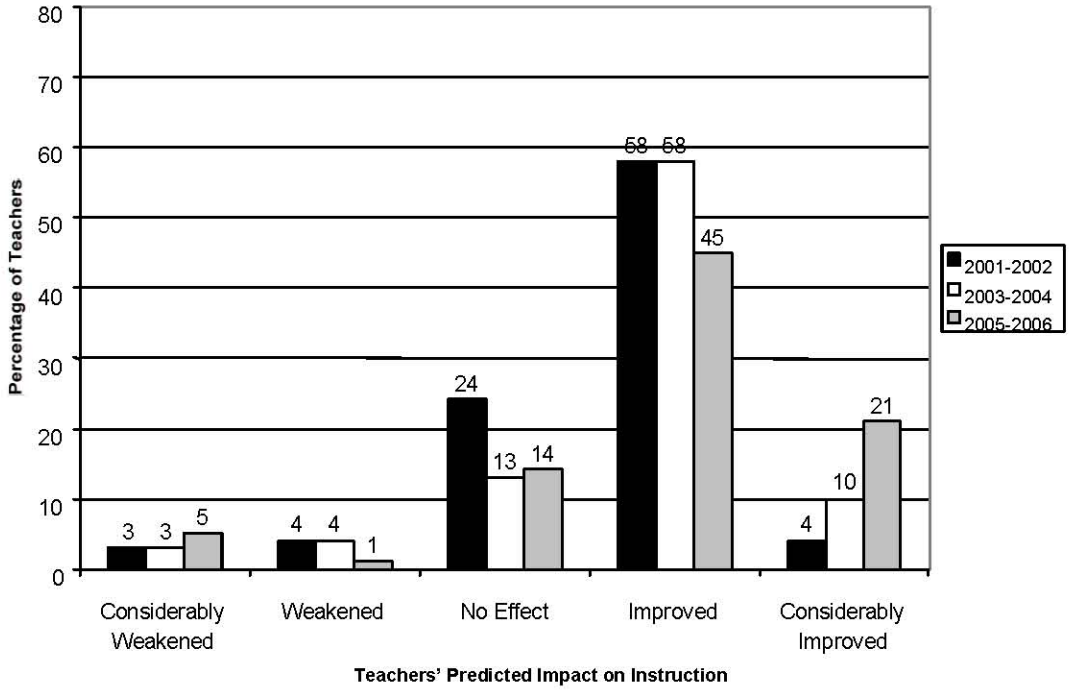

Figure 4.9b. Teachers' prediction of influence of the CAHSEE on instructional practices over time.

TABLE 4.11 Teachers' Predictions of Influence of CAHSEE on Instructional Practices Over Time (Percentages)

	2000			2001		
Effect	2000-2001	2002-2003	2004-2005	2001-2002	2003-2004	2005-2006
Considerably Improved	4	13	23	4	10	21
Improved	38	60	50	58	58	45
No effect	46	14	14	24	13	14
Weakened	2	5	4	4	4	1
Considerably Weakened	1	1	1	3	3	5

One of the concerns when implementing a new exam is whether there is a differential impact on various subgroup populations. We asked principals to estimate the percent of 10th grade students who have had instruction in the ELA and mathematics standards for the total student population, as well as for specific subgroups: students with disabilities, EL students, economically disadvantaged students, and minority students. Figures 4.10a and 4.10b present the results for ELA and mathematics, respectively. For the various student subgroups, responses were less optimistic, especially for the more than 50% who are estimated not to have had instruction in the content standards.

Comparisons between last year's data on opportunity to learn and this year's data on instruction are presented in Table 4.12, by student groups. Generally, the percent of principals indicating that fewer than 50% of a student group had instruction in the content standards increased from the estimates made in 2000 by teachers. There is some question of the comparability of 1) the difference in categories utilized in 2000 and 2001, and 2) teacher (2000) vs. principal (2001) ratings of the students in the various subgroup populations.

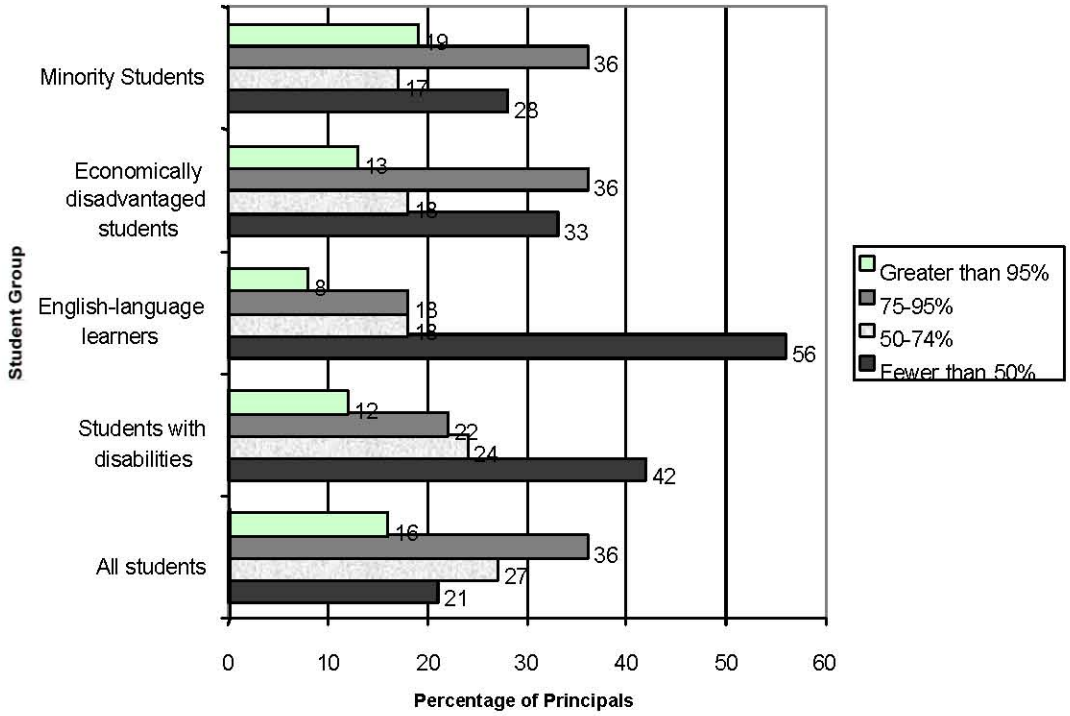

Figure 4.10a. Principals' estimates of the percentage of students who have had instruction in ELA content standards.

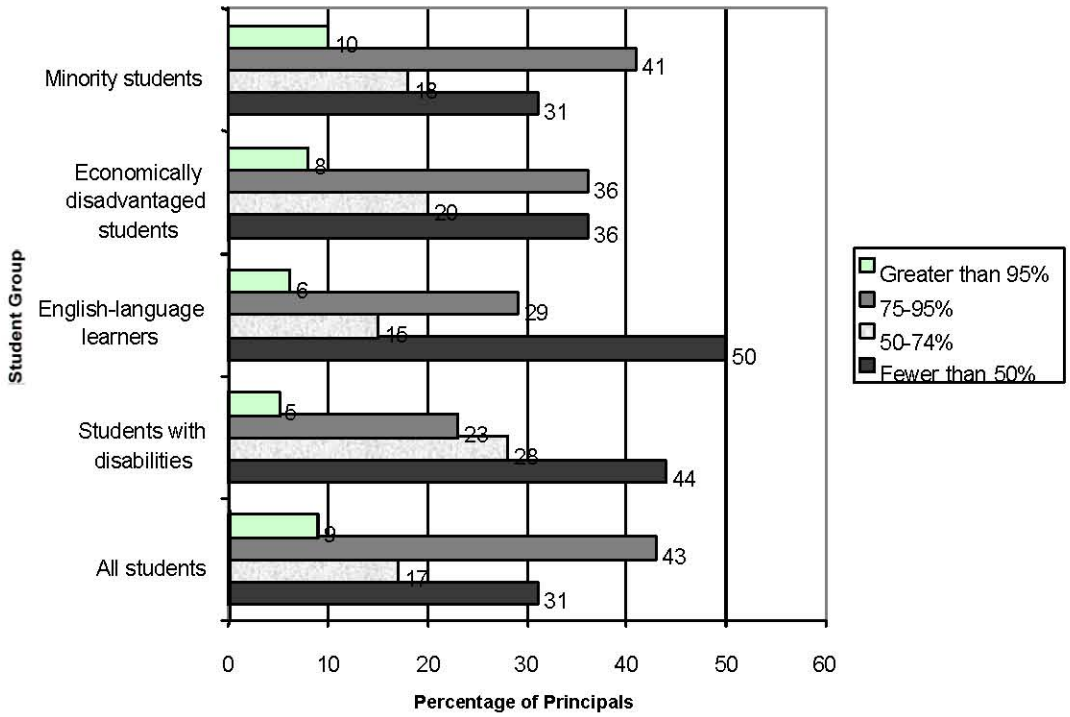

Figure 4.10b. Principals' estimates of the percentage of students who have had instruction in Mathematics content standards.

TABLE 4.12 Teachers' (2000) and Principals' (2001) Estimates of the Percentage of Students with Instruction in ELA and Mathematics Content Standards (in percentages)

	2000	2001	
Student Group	ELA/Mathematics	ELA	Mathematics
Economically disadvantaged students			
Greater than 95 %	10	13	8
75 - 95 %	22	36	36
50 - 74 %	22	18	20
Fewer than 50 %	23	33	36
Not Sure	10	--	--
English learners in targeted subject areas			
Greater than 95 %	5	--	--
75 - 95 %	17	--	--
50 - 74 %	24	--	--
Fewer than 50 %	28	--	--
Not Sure	12	--	--
English learners			
Greater than 95 %	6	8	6
75 - 95 %	18	18	29
50 - 74 %	19	18	15
Fewer than 50 %	31	56	50
Not Sure	14	--	--
Minority students			
Greater than 95 %	--	19	10
75 - 95 %	--	36	41
50 - 74 %	--	17	18
Fewer than 50 %	--	28	31
Students with disabilities			
Greater than 95 %	6	12	5
75 - 95 %	20	22	23
50 - 74 %	22	24	28
Fewer than 50 %	24	42	44
Not Sure	16	--	--
All students			
Greater than 95 %	10	16	9
75 - 95 %	26	36	43
50 - 74 %	25	27	17
Fewer than 50 %	19	21	31
Not Sure	9	--	--

Standards Taught

For the mathematics standards included in our survey, most of the teachers responding said that these standards were covered in Beginning Algebra, Intermediate Algebra, and Plane Geometry. For Beginning Algebra, just over half of the respondents said that the course was taken by most students. Where an integrated math course was offered, 72% of respondents indicated that most students took the first level of this course. For all other courses, fewer than half of the respondents indicated that most students took the course. Appendix A includes tables that show the specific courses listed for each of the content

standards included in our survey. For the most frequently mentioned courses, the percent of time the respondent indicated that the standard was fully taught in the course is also tabled.

A table showing the frequency with which specific ELA courses were mentioned as covering one or more of the ELA standards included in our survey can be found in Appendix A. Comprehensive English for grades 9 and 10 and American literature were mentioned by more than three-fourths of the respondents. Roughly two-thirds of the time, respondents indicated that most students in their school take these courses.

In general, for both mathematics and ELA, very few respondents indicated that the more difficult standards included in our survey were not taught. In many cases, however, they indicated courses that are typically not taken until 10th grade or later.[5] Further, particularly for mathematics, respondents frequently indicated that only some of their students took the courses in which the standards were covered.

Other

Principals were asked to rate the likelihood that specific factors would affect their students' success in meeting the requirements of CAHSEE. The results are presented in Table 4.13. Factors for which the majority of principals indicated "definitely a factor" included poor attendance and too many tests to prepare for. Lack of preparation needed to pass and lack of motivation were endorsed as "definitely a factor" by almost half of the principals.

TABLE 4.13 Percentage of Principals Indicating Factors for Students' Success on CAHSEE

Factor	Not a Factor	Possibly a Factor	Definitely a Factor
Lack of preparation needed to pass	9	43	48
Lack of motivation	6	47	47
Poor attendance	9	24	67
Too many tests to prepare for	14	33	53
Language barriers	19	42	39
District's current level of standards in English or writing	34	52	14
District's current level of standards in math or algebra	34	52	14

Principals were asked to indicate what actions the school plans to take or has implemented to promote learning for all students. The results are presented in Table 4.14. Principals' responses indicate that while many actions have already been undertaken to promote student learning, in many cases these actions have been only partially implemented.

Principals were asked what percentage of their teachers they thought understand the difference between "teaching to the test" and "aligning the curriculum and instruction to the standards". Sixteen percent indicated greater than 95%, 37% indicated 75–95%, 26%

[5] This should be kept in mind when drawing inferences from the fact that many 9th graders have not mastered these standards. It may be the case that these students will be sufficiently prepared to pass the exam by spring of their 10th grade year.

indicated 50–74%, 16% indicated fewer than 50%, and 5% were unsure of what percentage of their teachers understood the difference between the two concepts. The results are displayed in Figure 4.11.

TABLE 4.14 Percentage of Principals Indicating Actions to Promote Student Learning

	Plan to Implement		Already Implemented (Stage)	
Action	No	Yes	Partially	Fully
School, teacher, and student access to appropriate instructional materials	0	9	37	54
Encouragement of all students to take Algebra I	0	16	28	56
Individual student assistance	0	12	61	27
Teacher and school support services	2	16	58	24
Student and parent support services	10	34	39	17
Teacher access to in-service training on content standards	0	12	38	50
Teacher access to in-service training on instructional techniques	2	14	37	47
Administrator and teacher access to in-service training for working with diverse student populations and different learning styles	2	23	42	33

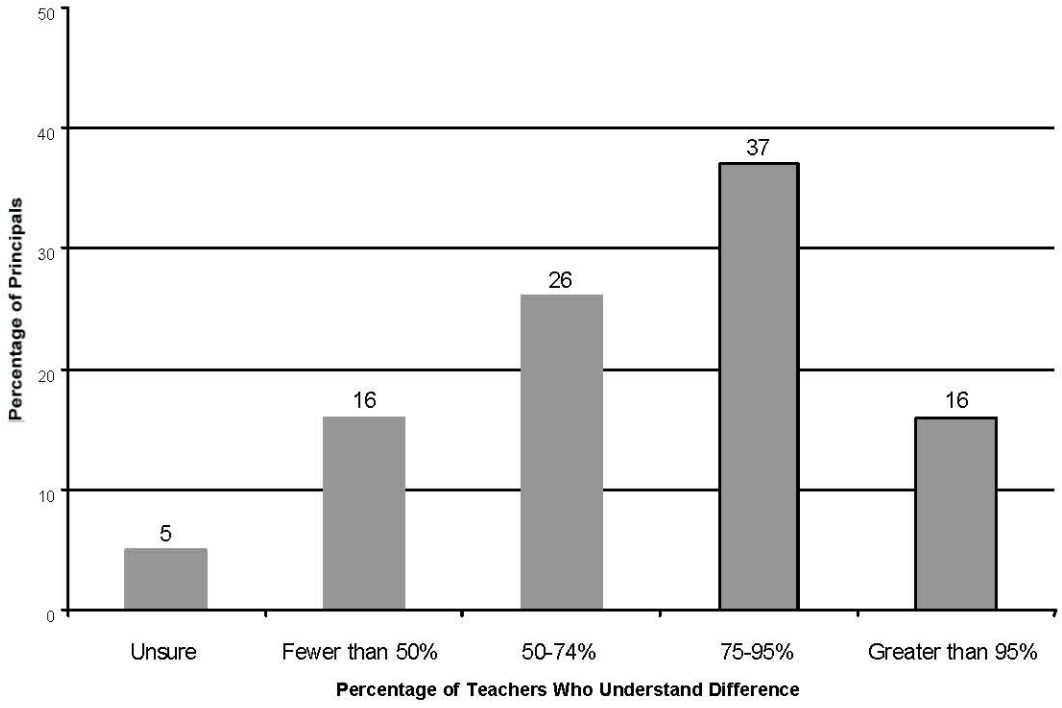

Figure 4.11. Percentage of principals indicating the percentage of teachers who understand the difference between "teaching to the test" and "aligning the curriculum and instruction to the standards."

Summary

Principals and teachers reported significant familiarity with CAHSEE and the state content standards. While last year principals and teachers indicated they were more familiar with the state content standards than CAHSEE, this year they reported familiarity with CAHSEE to be greater than familiarity with the state content standards. Comparable to last year, principals rated themselves as more familiar with CAHSEE and the state content standards than teachers rated themselves. However, principals' ratings of student and parent familiarity with CAHSEE increased from last year.

Only a small percentage of teachers reported that they had no source of information on the CAHSEE. Most principals relied primarily upon official channels such as state and district sources and the California Department of Education Web site; teachers reported a greater reliance upon newspaper accounts than did principals.

Preparatory activities continue. For example, nearly all principals reported that districts encourage the use of content standards and approximately one-third indicated that their district has adopted the state content standards. The types of activities that were endorsed by approximately half of the principals in preparation for the spring 2001 administration of CAHSEE included encouraging students to work hard to prepare for the test, and adoption by their schools of the state content standards. Teachers' preparations included encouraging students to work hard and prepare, teaching test-taking skills, talking with their students, and increasing classroom attention to content standards prior to CAHSEE.

In addition to adopting the state content standards in preparation for the CAHSEE, most principals reported emphasizing the importance of preparing staff through such efforts as having administrators participate in the February test administration workshops and delivering local workshops on test administration. Nearly half of the teachers were aware of in-service training to modify instructional practices to increase coverage of the content standards.

Teacher and principal estimates of student preparedness were mildly pessimistic. Estimates of the percentages of students likely to meet the CAHSEE standards were very similar this year and last year. However, comparison of 2000 and 2001 responses revealed a slight increase in the estimated preparedness level of students in 9^{th} grade from 2000 to 2001 and a larger increase in the estimated preparedness level of students in 10^{th} grade.

Teachers and principals were again in basic agreement about the impact of the test in various situations. For both years of data collection, principals predicted CAHSEE would have a neutral to mildly positive impact on student motivation and parental involvement. Principals had predicted slightly more positive impact for students and parents prior to the first administration than they did upon receiving pass/fail results from the first attempt. Teachers' predicted impact of CAHSEE on student motivation and parental involvement was slightly more positive this year. For those students who fail on the first attempt, however, expectations are different and less positive. Further, relatively few principals predicted that failure would have a neutral effect on student motivation, and again two camps emerged: Nearly the same number of principals expected a negative or strongly negative impact as predicted a positive impact. Principals and teachers remained very consistent in their

prediction that the effects of the CAHSEE upon student retention rates and student dropout rates will be negative. The comparison of principals' and teachers' predicted impact of the CAHSEE on student retention and dropout rates across 2000 and 2001 indicated generally similar results, although principals' predictions of the impact on student dropout rates had grown slightly more negative this year.

Despite these concerns about the effects on student motivation and parental involvement, principals and teachers continued to expect that the impact of the CAHSEE on instructional practices would be positive. Further, we asked teachers to estimate effects next year and in 3 and 5 years; they predicted greater improvement with time.

Respondents continued to expect differential impacts for certain student subgroups. They estimated that a much lower percentage of EL and students with disabilities, as compared to all students, would receive instruction in the content standards. Fewer respondents believed that such great differences would be seen with minority and economically disadvantaged students.

With regard to the teaching of the state content standards, very few teachers indicated that the more difficult standards included in our survey were not taught. In many cases, however, they indicated standards were taught in courses that are typically not taken until 10th grade or later. Further, particularly for mathematics, respondents frequently indicated that only some of their students took the courses in which the standards were covered.

In short, the principals and teacher survey responses indicate:

- Increased awareness of CAHSEE and the state content standards from last year
- Concerns about student preparedness
- Mixed predictions about the impact of the exam on student motivation
- Concern about the impact of the exam on retention rates and dropout rates
- Concern about the success of disadvantaged groups, especially EL students and students with disabilities
- Positive expectations of the impact of the CAHSEE on instructional practices
- Indication that the more difficult standards are taught in most schools, some of the courses are not typically taken until the 10th grade or later, and not by all students